

GUIDANCE TO PLAN AND PROVIDE REMOTE LEARNING FOR ENGLISH LEARNERS

Introduction

The U.S. Department of Education recently stated in [Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students](#): “School districts and postsecondary schools have significant latitude and authority to take necessary actions to protect the health, safety, and welfare of students and school staff. School officials have discretion to make educational decisions based on local health needs and concerns, and OCR recognizes this decision-making authority. As school leaders respond to evolving conditions related to coronavirus, they should be mindful of the requirements of Section 504, Title II, and Title VI, to ensure that all students are able to study and learn in an environment that is safe and free from discrimination.” In sum, consistent with federal and state civil rights laws, school districts must continue to provide services to English learners, consistent with the need to protect the health and safety of students and staff.

Following Governor Baker’s announcement that elementary and secondary schools in the Commonwealth will not re-open before May 4, 2020, the Commissioner of Elementary and Secondary Education sent out [guidance and recommendations](#) on remote learning. We encourage districts and schools to view the guidance as a baseline or starting point that they can modify in collaboration with local stakeholders to fit their unique contexts, capacities, and needs. This guidance is a set of recommendations designed to assist districts in planning and implementing remote learning support for English learners (ELs). We invite you to customize these recommendations for your individual district and schools and for individual students within them. For more information about developing remote learning opportunities for students, please see the links below:

- COVID-19 Remote Learning Guide: Administrators
<http://www.doe.mass.edu/covid19/administrators/content/index.html>
- COVID-19 Remote Learning Guide: Teachers and Support Personnel
<http://www.doe.mass.edu/covid19/teachers/content/index.html>
- COVID-19 Remote Learning Guide: Students and Families
<http://www.doe.mass.edu/covid19/students-families/content/index.html>

REMOTE LEARNING FOR ENGLISH LEARNERS

State and federal laws require school districts to provide access to academic content and facilitate student progress towards English language proficiency. School districts, including charter schools, need to adapt their English Learner Education (ELE) services to account for remote learning. School districts must meet their legal obligations to ELs, even when students are learning remotely.

While remote learning offers positive opportunities, such as pace-shifting and personalization, student engagement may be challenged by the lack of in-person interaction that ELs may need to increase their English language proficiency. In addition, educators should take into account the

wide variety of specific and unique language acquisition needs of all ELs based on their English language proficiency levels. The recommended strategies listed below can help teachers continue providing ELE services and keeping ELs engaged while learning remotely¹ during this period of school closure.

English Learners with Disabilities: Educators need to take into account that some ELs may have an Individualized Education Plan. For the most recent guidance related to students with disabilities during COVID19, see: <http://www.doe.mass.edu/sped/>. In addition, the Massachusetts Council for Exceptional Children (MCEC) has created an [open-access resource folder](#) for Massachusetts educators in order to exchange online educational resources during this time.

Strategy #1: Collaboration between core content and ESL teachers.

Co-Planning: Core academic teachers meet virtually with the ESL teacher with regular frequency (e.g., at least once a week) to plan their lessons and provide modifications to their lessons to best support ELs.

- When core content and ESL teachers plan their lessons together, content and ESL teachers can review and prioritize the lesson-level [language objectives](#) that ELs will need to support the content objectives at home.
- ESL teachers can develop their lessons around themes that support ELs academic language development, conceptual development and comprehension.
- Working with content teachers, ESL teachers can set objectives that are connected and consistent.
- Teachers can use videos or other virtual resources to link to the main lessons of grade-level curriculum. Some modifications to provide ELs access to the general curricula can include:
 - creating materials to complete assignments,
 - generating visuals to accompany lessons, and
 - adding other virtual platforms that support [accessibility and accommodations](#) for ELs.

Massachusetts Tools Supporting Co-Planning: The Department of Elementary and Secondary Education (Department) has developed tools to support planning and collaboration between ESL and content teachers so that their collective delivery of instruction for ELs is aligned and coherent.

- See the [Interactive Collaboration Tool Guide](#) and [embedded video](#) on unpacking academic language from content assessments and expectations. This video focuses on unit level assessment, but the same process can be applied to lesson level assessments. This is one way to identify the core language inherent in demonstrating achievement of core content and determining priority language for instruction, unit-level focus language

¹ Almost all tools listed in this guidance are free or currently offering free use of their products until June 30, 2020. While the Department has compiled these online resources to assist school districts, it does not control or endorse the content posted on them.

goals or lesson-level language objectives. Teachers could organize online planning meetings by phone, conference calls, and various other virtual meeting platforms.

- “Thinking Space 2” of the [Collaboration Tool](#) (see page 2) supports educators’ *planning discussions* about planning remote learning for ELs, how students are performing, what their needs are and next steps in planning for them. This is the same for any remote learning and planning.

At this unique time, teaching remotely, and monitoring ELs’ experiences together will be particularly important as teachers’ individual and shared expertise and ideas can make the difference for ELs accessing remote learning activities, materials, assessments and comprehension across components of their programs.

Strategy #2: ESL instruction is still a required component of all ELE programs².

Below are some ideas for how a district may provide ESL services remotely. Districts should use these ideas as a starting point and tailor them as appropriate to meet the needs of their EL population, as well as the applicable legal requirements. Districts should take into account student data privacy and security. Specifically, districts should verify that websites and online services used for remote learning are compliant with federal laws, including the federal Children’s Online Privacy Protection Act (COPPA),³ and the federal Family Educational Rights and Privacy Act (FERPA), which applies to schools that receive federal education funds.⁴ Additionally, education service providers must comply with the Protection of Pupil Rights Amendment (PPRA).⁵

ELEMENTARY LEVEL	SECONDARY LEVEL
<p>ESL teachers could create a Learning Choice Menu for their students for each week of remote learning. These activities are differentiated within the options or among different options. The four domains of language should be represented within the activities. A few examples:</p> <ul style="list-style-type: none"> • Listening: Students can listen to e-books or 	<p>ESL Teachers create virtual classrooms for each stand-alone ESL Class. The four domains of language should be represented within the activities:</p> <p>A few examples:</p> <ul style="list-style-type: none"> • Listening: Students can listen to e-books, videos or podcasts suggested by their teachers and complete the related work provided.

² Educators should note that additional planning may be needed for English learners in dual language programs.

³ Websites and online services used to facilitate remote learning must be compliant with the federal Children’s Online Privacy Protection Act (COPPA), 15 U.S.C., §6501 *et seq*; [16 C.F.R. Part 312](#). COPPA limits the gathering of personal information from children under the age of 13 on the Internet. It also requires parental consent for the collection, use, or disclosure of children’s personal information online and directed the Federal Trade Commission to issue regulations to that effect. Districts should verify that websites and online services used for remote learning are compliant with COPPA.

⁴ FERPA requires schools to protect the privacy of personally identifiable information about students contained in education records and gives parents and students rights, including inspection and review of education records. The FERPA statute is found at 20 U.S.C., §1232g. The FERPA regulations are found at [34 CFR Part 99](#). The Massachusetts Student Record Regulations, [603 C.M.R 23.00](#), are consistent with the FERPA statute and regulations.

⁵ The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h; [34 C.F.R. Part 98](#). The PPRA protects student privacy by, among other things, restricting the administration of surveys that ask personal questions and restricting the collection of personally identifiable information about students for marketing purposes. Data collected about students must adhere to the requirements of the PPRA.

<p>videos suggested by their teachers and complete the related work provided.</p> <ul style="list-style-type: none"> • Reading: Students can read books suggested by their teachers and complete the related work provided by their teachers. • Speaking: Students can record their ideas using appropriate technology and talk with the ESL teacher on the phone, etc. • Writing: Students can type in a virtually shared document, such as a Google doc, write and read it aloud to the ESL teacher or a family member, etc. 	<ul style="list-style-type: none"> • Reading: Students can read books and articles from sources such as Newsela suggested by their teachers and complete the related work provided. • Speaking: Students can record their speaking using appropriate technology, talk with the ESL teacher on the phone or online, etc. • Writing: Students type in a virtually shared document or virtual classroom.
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Districts should revisit and review their plans to ensure that the remote learning programming they adopted for ESL is actually producing results indicating that students' language barriers are actually being overcome, and based on that, make appropriate adjustments to ESL programming if necessary.

Strategy #3: Amplify English Learners' voices.

ELs come to school needing more opportunities to practice English in a variety of settings. The more teachers can get ELs speaking, writing, and communicating, the better. One way to do this is by setting up times to talk to the EL on the phone. Another way is through digital creation and storytelling activities. Many digital storytelling tools empower students to share their work with others, creating opportunities for authentic language acquisition. In a September 2018 article on quality educational technology, Jeff Knutson made some recommendations to amplify ELs' voices. A summary of these recommendations is provided below⁶:

- Focus on what ELs have, not what they lack. Look for multimedia-rich digital tools that help students create their own content as a way to communicate and think beyond translations.
- Use technology as a scaffold toward more person-to-person communication by giving ELs space to record themselves, listen back, and re-record before sharing with others then provide them opportunities to work with partners or in small groups.⁷ Lots of other digital-creation mediums can offer fun language-building practice, from video production to podcasting and digital design. Find something that suits your students' ages, language abilities, and interests.
- Give ELs an authentic audience for their work by having an audience of classmates, peers, friends or family to provide ELs experience with authentic, meaningful communication in the world.

Other ways for ELs to connect online, both in real-time or electronic forums, could include:

⁶ Knutson, Jeff. "Quality edtech for ELLs isn't easy to find, but great options do exist." *Common Sense Education*, Common Sense Media, September 24, 2018, <https://www.commonsense.org/education/articles/how-to-use-technology-to-support-ells-in-your-classroom>.

⁷ Pairing students or breaking them into small groups could be done through various technologies. See below for more information.

- Setting up groups and group folders shared virtually for student collaboration within your classes for peer feedback, calls, or written support.
- Using features of electronic videoconferencing platforms for whole group and small group discussion or feedback.
- Record questions and learning needs from ELs by video and provide support back to students based on their input. Create ranges of time for doing this and recording responses. Reach out to ELs needing more support, as needed.

Strategy #4: Chunk content instruction into smaller pieces for English Learners.

Learning online is different from learning in a face-to-face environment, especially for ELs. Teachers should avoid frequently assigning long text passages or even long videos to ELs. Chunking instruction, the act of intentionally pacing instruction to deliver one idea at a time or one step at a time, is a strategy that can significantly improve learning for ELs by making content manageable for them. In a remote learning experience, it is especially important to add visuals to represent ideas and provide online interactions by allowing ELs to discuss ideas to process the information learned. More information on chunking for ELs and the specific technology that may be used for ELs to help them process the information they have been given, instead of just going onto the next concept, can be found [here](#).

Strategy #5: Remain flexible with pacing.

Individual learning styles, particularly when it comes to pace and particularly for ELs, will be evident in remote learning. Consider these strategies for all students:

- Have all work for the week posted by the start of the week and due at the end of the week (or even over the weekend). Be consistent in the schedule, expectations and communication with ELs to support families.
- Try working with “windows of time” instead of specific due dates for some assignments.
- Be prepared to differentiate due dates for students who struggle with the rigor or style of remote learning or just need more time due to their English language needs.

Strategy #6: Use online tools and applications to link to the main lessons of the content classroom teachers. ESL teachers will focus on linking vocabulary support and comprehension skills necessary for content classes.

Look for EL-friendly [online supports](#) you might have already used or are familiar with that have variable language functions first. Lots of online tools have built-in features to support differentiated instruction for a variety of learners, including ELs. From basic translation to drawing tools, there are many technologies that can support EL-centered learning activities.

ACTIVITIES TO SUPPORT REMOTE LEARNING NOT RELIANT ON TECHNOLOGY

As Commissioner Riley has stated, “Remote learning can encompass a wide variety of learning opportunities. While technology can be a supportive tool, districts and schools should also consider ways that student learning can continue offline.” There are a number of ways educators can engage students in learning at home. For example:

- **Journals:** Teachers give students specific instructions on how to keep a journal of things they observe daily. Students can write or draw pictures depending on their English language proficiency level. Teachers encourage students who can write in their native language to write in their language.
- **Double Entry Journals:** Teachers ask students to read a book on a given topic. In one column, students write what they know about the topic before they start reading the book. In the other column, they write what they learned.
- **Reading Logs:** Teachers ask students to read books that interest them and then write a report. Then teachers make specific assignments as reading activities that align with the expectations outlined in the [standards](#) for the grade level. Students could have flexibility writing in English, writing in their own language, creating posters or diagrams etc.
- **Role Play:** Teachers ask students to set up specific role play scenarios in their home. They can invite siblings and even parents to be part of the role play (while ensuring that this is optional and families have a choice as to whether they participate, especially if using videoconferencing). Students “explain the experience” and what they learned, what worked and did not work.
- **Turn on the Subtitles:** Teachers recommend a television program that is appropriate for their students’ age and learning level. Teachers ask students to watch the program with closed captioning. Students will hear the words, see the people speaking, and see the text all at the same time. Ask students to “record” what they heard and discuss with their teachers.
- **Learning Packets:** Some district may have designed learning packets that can be mailed home, completed by the students and reviewed or discussed with the teachers. Based upon the review of the completed packets or discussion with students, teachers tailor future learning opportunities to their students’ needs.

Conclusion

As you work to transfer EL in-person instruction to remote learning, it is important to remember that students enjoy and benefit from interacting with their teachers and classmates. Teachers can arrange student partners or teams, integrate creativity with projects, role playing games, simulations, case studies, debates, group projects, and experiments. Students need to explore and create to be motivated as learners. Please be careful to not overwhelm students and families with having to learn too much new technology. Work collaboratively with your school or district level teams to determine the specific needs of your EL population.

Note: The Office of Language Acquisition will keep updating guidance and strategies as more information becomes available. Furthermore, we will also provide online forums in the future to learn more about district remote learning needs as this situation evolves. As always, please do not hesitate to contact us with questions at el@doe.mass.edu.

Thank you for your leadership and all you do for English Learners in the Commonwealth!

Office of Language Acquisition
Center for Instructional Support
Massachusetts Department of Elementary and Secondary Education

Appendix

Supporting the Needs of English Learners through Remote Learning: Educational Resources

As we continue to deal with this unprecedented crisis, the Office of Language Acquisition at the Department of Elementary and Secondary Education is committed to supporting parents, educators, and administrators in their efforts to work together to meet the needs of students who are English learners. The following list of educational opportunities includes tools and resources for students who are English learners and for the educators and families who are supporting their learning. The Department is providing this list as a service to educators and families and may revise or supplement the list from time to time. The list does not represent an endorsement or recommendation by the Department of any instructional resource, product, curriculum, or eLearning system.⁸

We appreciate your commitment to providing support to our English learners.

<u>WIDA RESOURCES</u>	<u>WIDA Guiding Principles of Language Development</u> ⁹	TARGETED GRADE LEVEL	DESCRIPTION
<u>Adobe Spark</u>	WIDA Guiding Principle 2	3-12	Adobe Spark is to differentiate speaking tasks for ELs. It is a video-making program that allows students to communicate their thinking by stitching images, texts, and voice-recordings together into a professional video.
<u>Aprendiendo lenguaje todos los días: Actividades para familias</u>	WIDA Early Years	2-7	The WIDA Early Years team has developed two free activity books, available in English and Spanish, that support conversations with young children about their families and environments. We know that children learn language by listening to those around them and then using their language skills to respond. The activities in these booklets allow for conversations with children about their family, what they like to play, how they feel, what sounds

⁸ This resource list was developed using resources provided by WIDA. The WIDA Consortium is a member-based organization made up of U.S. states, territories and federal agencies dedicated to the research, design and implementation of a high-quality, standards-based system for K-12 English language learners. See: <https://wida.wisc.edu/>

⁹ WIDA Guiding Principles of Language Development can be found here: <https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf>

they hear around them at home or in the community, and the weather. The booklets may be downloaded for printing and sharing.

<u>Bloom 21</u>	WIDA Guiding Principle 7	K-12	ELs use technology to create a product that represents their ideas and learning.
<u>Book Creator</u>	WIDA Guiding Principle 2	3-12	A presentation to teach students how to create books.
<u>Buncee</u>	WIDA Guiding Principle 1 & 2.	K-12	Buncee is a cloud-based graphics program to help ELs' engage with content, cultivate critical thinking, and use language for authentic purposes.
<u>Canva</u>	WIDA Guiding Principle 2	9-12	Canva is a drawing tool that students can use to design and create visuals for a better understanding.
<u>CommonLit</u>	WIDA Guiding Principle 5	3-12	Leveled text with different question sets to foster close reading of the text which can be translated in several languages.
<u>Edpuzzle</u>	WIDA Guiding Principle 5	K-12	Provides ELs self-paced learning with interactive video lessons. Teachers can embed comprehension questions on Youtube videos and create different assign different questions for the same video to particular students.
<u>Flipgrid</u>	WIDA Guiding Principle 1.	K-12	Flipgrid is 100% free for all educators, learners, and families. Engage and empower every voice in your classroom or at home by recording and sharing short, awesome videos together!
<u>Google Drawing</u>	WIDA Guiding Principle 2	3-12	In addition to being a tool for teaching instruction, Google Drawings is also a tool for student learning. Els can use Google Drawings to synthesize information and create from their understanding.
<u>Google Expeditions</u>	WIDA Guiding Principle 3	5-12	Provides excellent visual to ELs by bringing abstract concepts to life—allowing teachers to guide students through collections of

			360° scenes and 3D objects, pointing out interesting sites and artifacts along the way.
<u>Google Meet</u>	WIDA Guiding Principle 4	3-12	Students can use chat functions and screen sharing features to enhance their learning experience and build community.
<u>Google Sites</u>	WIDA Guiding Principle 2	9-12	Google sites available in many languages.
<u>Google Translate</u>	WIDA Guiding Principle 1.	K-12	Besides translating a text, Google Translate's Snap feature instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. The Google Translate Chrome extension translates an entire webpage.
<u>Learning Language Every Day: Activities for Families</u>	WIDA Early Years	2-7	The WIDA Early Years team has developed two free activity books, available in English and Spanish, that support conversations with young children about their families and environments. We know that children learn language by listening to those around them and then using their language skills to respond. The activities in these booklets allow for conversations with children about their family, what they like to play, how they feel, what sounds they hear around them at home or in the community, and the weather. The booklets may be downloaded for printing and sharing.
<u>Microsoft Immersive Reader</u>	WIDA Guiding Principle 1.	K-12	Students can hear the text read aloud, use a picture dictionary, to look up words, and translate part of or the entire text into multiple languages in Word, OneNote, PowerPoint, and on several creation apps such as Buncee and Flipgrid.
<u>Padlet</u>	WIDA Guiding Principle 8	3-12	Teachers can have students post responses to prompts that require students to reflect on the content

			and the process they are learning. Students can also respond to each other's comments to promote critical thinking and create a sense of community. It is also available in 29 languages.
<u>Piktochart</u>	WIDA Guiding Principle 2	6-12	Piktochart can develop ELs' engagement with content, cultivate critical thinking, and promote the authentic use of language.
<u>Podcast</u>	WIDA Guiding Principle 10	3-12	Students can use recording programs on their smart devices to record interviews of individuals in their communities who can share about a particular topic. These recordings can be edited and turned into a podcast which can be shared with the virtual school community.
<u>ReadWorks</u>	WIDA Guiding Principle 5&6	K-12	ELs can be assigned to different leveled text with question sets and at times, audio recordings.
<u>Screencastify</u>	WIDA Guiding Principle 9	K-12	Students can create a series of slides to present their work using Google Slides. Students can use any language they feel appropriate to narrate their slides with Screencastify. Teachers can also use this program to narrate their lessons or provide feedback.
<u>Seasaw</u>	WIDA Guiding Principle 8	3-12	Teachers can use Seasaw as a digital portfolio to showcase their engagement during virtual learning. Students can write their reflections, annotate a photo, attach documents, and record video responses. These all serve as ways to stimulate metacognitive thinking about language, cultures, the content, and the process of learning. Seasaw can be shared with families so they can also participate in their child's learning.
<u>Within</u>	WIDA Guiding Principle 3	5-12	Provides virtual reality tours without the need for special glasses.

ADDITIONAL RESOURCES	FOCUS	TARGETED GRADE LEVEL	DESCRIPTION
<u>ABCya! English</u>	English Language Skills	PreK-6	Educational games for grades PreK through 6 that will keep kids engaged and having fun. Topics include math, reading, typing, just-for-fun logic games.
<u>CommonLit</u>	Reading	3-12	A collection of reading passages in all literary and nonfiction genres for grades 3–12. Reading passages are available in Spanish.
<u>Duolingo</u>	English Language Skills	K-12	Free language acquisition tool that is extremely similar to Rosetta Stone.
<u>ELL BrainPOP</u>	English Language Skills	K-12	BrainPOP’s English language instruction site for English Language Learners of all ages. The curriculum is comprised of short, animated movies as well as games, quizzes and interactive features. Users practice the four principle language skills: listening, speaking, reading and writing.
<u>English Media Lab</u>	English Language Skills	1-8	Offers free English Exercises Online and ESL Interactive Learning opportunities.
<u>EPIC</u>	English and Spanish Language Skills	K-12	This is a great digital library. Teachers can assign books and videos right in the app for each student so they can differentiate the readings. Teacher will be notified when the student has completed it.
<u>EPuzzle</u>	English Language Skills or Content Instruction	K-12	Teachers can make videos interactive. They can create videos and also modify videos, make interactive activities in videos.
<u>Fun English Games for Kids</u>	English Language Skills	K-5	Students can practice their English language skills while playing online games.
<u>Games to Learn English</u>	English Language Skills	K-5	Students can practice their English language skills while playing online games.
<u>International Children’s Library</u>	Reading	K-12	Online library with literature from around the world and in multiple languages.

<u>KQED</u>	English Language Skills	K-12	Lots of other digital-creation mediums can offer fun language-building practice, from video production to podcasting and digital design. Find something that suits your students' ages, language abilities, and interests
<u>Listenwise</u>	English Language Skills	2-12	Curated podcasts and lessons on engaging topics, plus comprehension quizzes and a variety of accessibility features and embedded supports for English learners. They have made their premium service free for schools during this crisis. Also easily integrated with Google Classroom.
<u>National Geographic Kids</u>	English Language Skills	K-8	A children's magazine that provides reading, games, videos and more
<u>National Geographic Young Explorer</u>	English Language Skills	K-8	Scientific articles students can read and listen.
<u>No Red Ink</u>	English Language Skills	3-12	Free writing and grammar activities
<u>PBS kids</u>	English Language Skills	K-5	Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows!
<u>PBS Learning</u>	English Language Skills	K-5	Free teaching resources including videos, lesson plans, and games aligned to state and national standards.
<u>Quill</u>	Grammar and Writing	K-12	Provides free writing and grammar activities for elementary, middle, and high school students.
<u>Quizlet</u>	Vocabulary	K-12	Vocabulary practice with online flashcards and games. Teachers can create study sets.
<u>Reading Comprehension Questions</u>	Reading	K-5	Reading comprehension question prompt students to focus on story elements and details regarding the plot presented in the book they are reading. Questions and directions are provided in six different languages.
<u>Reading IQ</u>	English Language Skills	PreK-5	Reading IQ is a complete digital library that students can access at any time. With thousands of

			books to choose from, students will be continuously engaged. Schools can setup free access to this website and share the redeem code with families so that they have access for free.
<u>ReadWorks</u>	English Language Skills	K-12	Remote learning resources for educators and families. ReadWorks platform and materials are completely free.
<u>Rosetta Stone</u>	English Language Skills	K-12	Language acquisition tool free for three months
<u>Starfall</u>	English Language Skills	K-3	Starfall is an educational alternative to other entertainment choices for children and is especially effective for special education, homeschooling, and English language development (ELD), English Language Learners, and English as a Second Language. It is widely used in schools that serve children with special needs and learning difficulties.
<u>Unite for Literacy</u>	Reading	K-5	Online library with children's books. Offers read aloud in other languages with English words (have Spanish, Portuguese and Vietnamese but no Haitian Creole).
<u>Voces Digital</u>	English Language Skills	K-12	Learning resources specifically for those who teach French, Spanish, and ESL. Students get audio and video, interactive writing and speaking exercises, and more. Schools closed due to the outbreak can get free access to Voces Digital for their teachers and students until June 30, 2020.
DUAL LANGUAGE FOCUS RESOURCES	FOCUS	TARGETED GRADE LEVEL	DESCRIPTION
<u>ABC Mouse</u>	Content Instruction	2-5	Learning games & videos for reading, math, science, and more. Schools can setup free access to this website and share the redeem code with families so that they have access for free.

<u>Adventure Academy</u>	Content Instruction	2-5	Learning games & videos for reading, math, science, and more. Schools can setup free access to this website and share the redeem code with families so that they have access for free.
<u>Duolingo</u>	Languages	K-12	Free language acquisition tool that is extremely similar to Rosetta Stone.
<u>Khan Academy</u>	Content instruction	K-12	Offers a variety of content area courses for different grades.
<u>Khan Academy En Español</u>	Content instruction	K-12	Khan Academy's repository of video resources in Spanish.
<u>Learn Chinese for Kids</u>	Languages	K-6	Lessons and activities to use with students enrolled in Mandarin Dual Language Immersion programs
<u>Migrant Literacy Net</u>	Spanish Language Skills	1-12	Resources are provided in Spanish from grades 1-8. There are math, reading, writing, WIDA, and study skill lessons provided. Teachers can create a free account.
<u>Mango Languages</u>	Languages	7-12	ESL/World Languages. Learn and practice basic English and other languages.
<u>Mystery Science</u>	Content Instruction	K-5	Mystery Science offers open-and-go lessons that inspire kids to love science. The hook, visuals, and activity have all been prepared for you.
<u>NEWSLA</u>	Content Instruction	K-12	Across subjects and solutions, great content can make all the difference for English learners. Lessons for ELA, Social Studies and Science .
<u>NY Times ELL</u>	Content instruction	7-12	ELL articles, content, resources
<u>Panda Tree</u>	Languages	K-12	Panda Tree materials are available to teachers and parents at no cost. Multiple languages are available, including Spanish and Mandarin.
<u>SERP Institute Word Gen</u>	Content instruction	4-8	A site full of daily and weekly academic vocabulary and skill development exercises focused on increasing overall literacy skills; a primarily developer is Catherine Snow, a vocabulary expert in the field of TEFL/TESOL.

<u>Tween Tribune</u>	Content instruction	K-12	A collection of nonfiction articles and current events for kids, grades K–12.
<u>Tween Tribune Español</u>	Content instruction	K-12	A collection of nonfiction articles and current events in Spanish for kids in grades K–12.

*Disclaimer: Some apps collect a certain amount of user data. It is imperative that you check with your IT department before using apps that require student accounts.